



Commission on Accreditation  
of Healthcare Management Education

# Preparing for a Competency Based CAHME Program Site Visit

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Chicago, IL

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# Purpose of this Workshop

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**Understand the “Big Picture” for Accreditation and the New Criteria Related to Competencies**

**Lessons to date from the Adoption & Implementation of Competencies**

**Understand the Logistics of a CAHME Site Visit**

# Objective

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- ***Understand the new CAHME accreditation criteria***
  - ***Emphasis on new competency-related criteria***
  - ***Emphasis on the 19 curriculum content criteria***

# The Criteria for Accreditation

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- 56 Criteria in 4 Sections
- Section I: Program Mission, Vision, Values, Goals and Support
  - Mission and Metrics
  - Institutional Support
- Section II: Students, Graduates and Others (preceptors, employers, the public)

# The Criteria for Accreditation

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- Section III: Curriculum
  - Curriculum Design
  - Curriculum Content
    - 19 content areas
  - Applied and Integrative Learning
  
- Section IV: Faculty Teaching, Scholarship and Service
  - Qualifications and Responsibilities
  - Faculty Recruitment, Development and Evaluation
  - Research and Scholarship
  - Community and Professional Service

# Competency

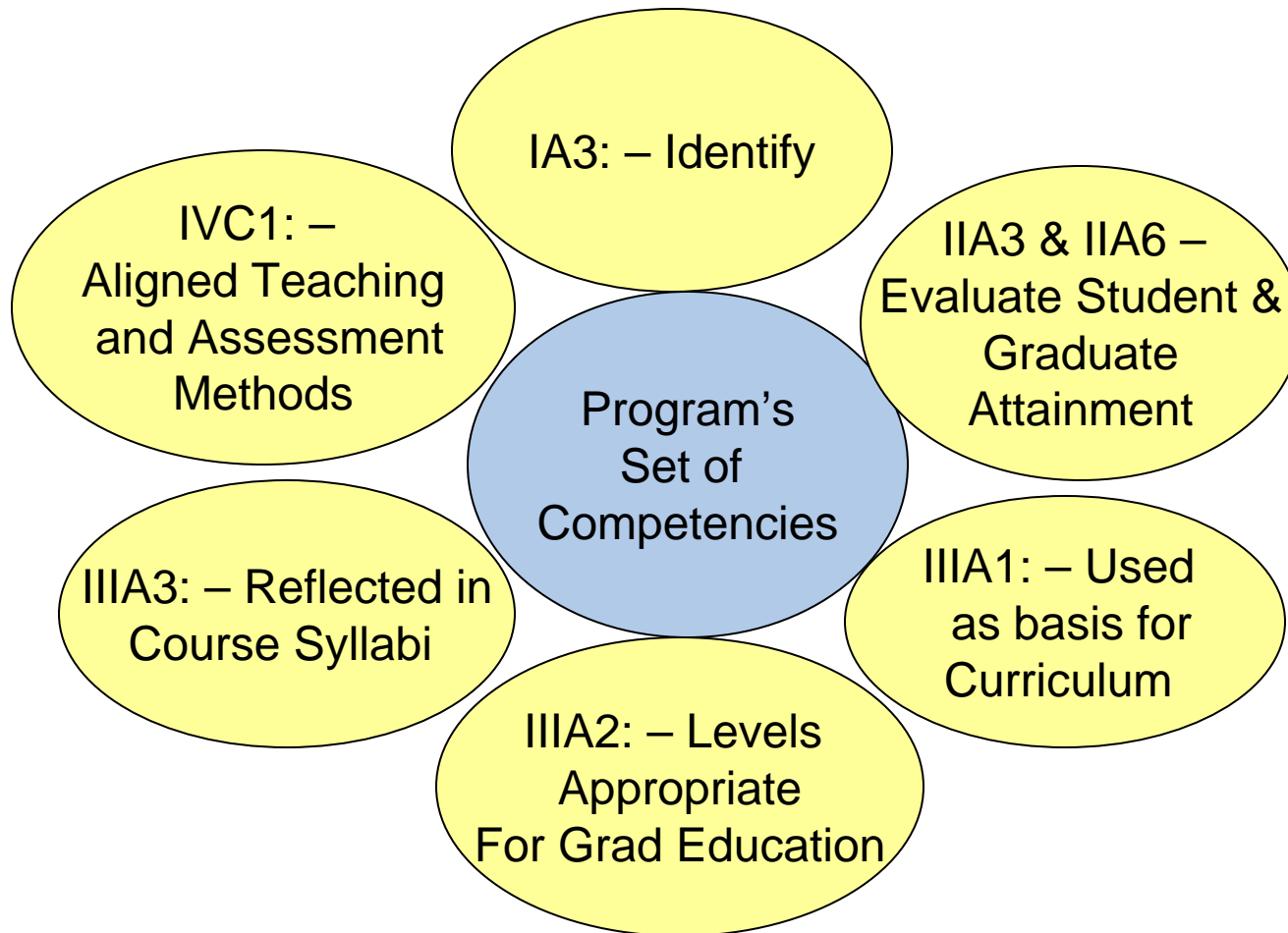
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## Self Study Handbook definition:

**Effective application of available knowledge, skills, attitudes and values (KSAV's) in complex situations. The essential knowledge, skills, and other attributes (KSO's) that are essential for performing a specific task or job.**

# New Competency- Based Criteria

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**Criteria:** IA3 The Program will identify a set of competencies related to its mission and the types of jobs graduates enter upon completion of the Program.

### Focus

- Program must select a set of competencies (to achieve the program mission) that defines, in measurable terms, the knowledge skills and abilities a successful student should demonstrate

Criteria:  
IIA1

The Program will provide full and accurate information regarding its curriculum, the competencies that form the basis for its curriculum, teaching and assessment methods, and recruitment process to potential students, and make general information available to the public, employers, preceptors and other interested parties.

## Focus

- Program will provide sufficient information to allow students to make informed decision prior to admission and for others to understand the Program and its purpose
- Program must make information about its selected competencies available

**Criteria:**  
**IIA3**

The Program will have a process that regularly evaluates the extent to which students attain the competencies that form the basis for the program's curriculum.

## Focus

- Evaluation process must include measurement of student progress towards mastery of competencies and continued relevance of the competencies

**Criteria:** The Program will ensure that graduates have completed the Program well-prepared to pursue careers consistent with Program goals and recognized competencies and that their career preparedness is monitored, documented and used in Program evaluation and as a basis for continuous improvement.

**IIA6**

## Focus

- Graduate achievement, preparedness of graduates to pursue careers consistent with Program goals and recognized competencies
- An evaluation process that uses this information

**Criteria:**  
**IIIA1**

The Program will adopt a set of competencies as the basis of its curriculum and link course content and learning objectives to the competencies.

## Focus

- Selected competencies and articulated learning objectives through which the competencies are achieved. Evidenced in curriculum planning or design
- Requires a Program competencies to courses matrix

**Criteria:**      The Program will structure its curriculum so  
**IIIA2**            that students achieve levels of competency  
                         appropriate to graduate education.

## Focus

- Curriculum reflects the rigor expected of graduate education
- Curriculum is structured and sequenced to achieve the designated levels of the competencies

**Criteria:  
IIIA3**

The Program will ensure that course syllabi incorporate current developments in the field, and accurately reflect course competencies and content, teaching and assessment methods, and relationship to other courses.

Fall  
2008  
Criteria:  
IVC1

The program faculty will incorporate a range of teaching and assessment methods aligned with the Program's defined competencies.

## Focus

- Program faculty approach to teaching and assessment that is aligned with and develops student competencies

Criteria:  
IIIB

Curriculum Content

## General Framework

- **Curriculum should address the following healthcare management content areas, not necessarily course-specific, but content that should be taught somewhere in the program**
- **Relative emphasis within each of these content areas will vary as a function of the Program's mission, the core requirements of the school in which the program is housed, and the Program's identified set of competencies**

Fall 2008  
Criteria:  
IIIB

## Curriculum Content

- 19 now versus 13 previously
- Splits 2004's IIIB1,3, 4 into 7 criteria
- New Criteria
  - IIIB7: Information systems management & assessment
  - IIIB19 : Professional Skills development
- “Cleaner” and clearer

## Areas for Special Attention in Competency Adoption

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1. What exactly are competencies?
  - ❑ Do they define what graduates should know and do?
  - ❑ Are Criterion IIIB1-19 competencies?
2. How are competencies mapped to the curriculum via course learning objectives?
3. Have competencies been developed at the appropriate levels?
  - ❑ How are levels of competency defined?

# Competency Quiz

## 1. Communication Skills.

2. Oral, written, and presentation communication skills, including the ability to speak effectively and persuasively in front of small and large groups of people, the ability to prepare and use visual aids such as PowerPoint presentations or other media, and the ability to write clearly, concisely, and persuasively.

3. The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.

## Areas for Special Attention in Competency Adoption

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4. What is the plan for competency assessment?
  - Can objective, meaningful measurements be developed for the selected competencies?
5. Are teaching and assessment methods aligned to competencies expected in graduate level education?



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# CAHME Accreditation Site Visit Logistics: Planning, Preparation, Communication, and Schedule

Carla Jackie Sampson, MBA

Dan Gentry, PhD, MHA

## Self Study Document

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- Criterion I
  - Critical to success
  - Increased difficulty if approached solely as accreditation requirement

CAHME  
Criteria  
for Accreditation

The diagram consists of two main rectangular boxes. The top box is light blue and contains the text 'CAHME Criteria for Accreditation'. The bottom box is green and contains the text 'Framework for Quality in Healthcare Management Education'. Two horizontal lines extend from the left and right sides of the top box. Between the two boxes, there are two vertical arrows: one pointing downwards from the top box to the bottom box, and one pointing upwards from the bottom box to the top box, indicating a bidirectional relationship.

Framework  
for Quality in  
Healthcare Management  
Education

# Mission Statement Vision and Values (IA1)

What are we?  
What are we preparing  
them to do?  
Who do we serve?  
Why do we do it?

## Measurable Goals & Objectives (IA2)

How do we keep to the mission?

How will we know that we're doing it well?

## Program's Set of Competencies (IA3)

Which abilities will define  
a graduate of accredited  
program X?

# Environmental Scanning (IA4)

How do we remain  
relevant to the field?

## Resources (IB1-6)

What do we need to do  
what we set out to do?

## Your CAHME Site Visit- What's New!

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- CAHME Staff on site visits
- Extended timeline
- Advance interaction with the program
- Format for the Self Study Document
- Format for the site visit schedule

## Format for the Self Study Document

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- Page limit of 125 pages
- Narrative should provide only the response to the criterion requirements
- CAHME office copy
  - Three ring binder, spine labeled with program name and site visit dates
- Team copies of Self Study Document
  - Spiral Bound, even duplex copied
  - Electronic copies to all Team Members
  - Fellow should receive Volume I in MS Word format

## Extended Timeline & Program Interaction

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- Self Study Document now due **8 weeks** in advance
- Site Visit Team will review SSD and confirm site visit **5 weeks** in advance
- Site Visit Team advance preparation
  - Team Conference Calls
  - Program Director Conference Call
  - Additional information/Clarification requests

# Site Visit Format

## Day 1 – Record Review

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- Standard Record Review Checklist submitted with your Self Study Document

## Site Visit Format

### Day 2 – Interviews

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- Mission, Goals & Objectives and Competencies
- Faculty discussion centers on competencies not just course content
  - Core faculty involvement
- Key Stakeholder Interviews
  - Alumni, preceptors, advisory board members, School/College and University Officials

## Site Visit Format Day 3

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- No change
  - Ad-Hoc Clarification Session
  - Faculty Interviews
  - Exit Review

## Helpful Hints

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- Read your self study!!
- Get core faculty involved
- Remember Self Study Year is year of record
  - Advance planning!
  - Retain course work, faculty meeting minutes, course evals etc.
- Self Study Document should support Criteria requirements
  - See Program Review Worksheet
- Help is available from CAHME Staff

## Your Resource Page

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- Guidelines for the Site Visit
- Self Study Template
- Standard Review Checklist
- Program Review Worksheet

<http://cahme.org/CAHMEResources.html>